DOCUMENT RESUME

ED 274 873 CE 045 332

TITLE Communications Skills I. Reading Skills, Writing Skills, Using a Newspaper.
INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE [84]
NOTE 79p.; For book II, see CE 045 333.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Business Education; *Communication Skills; Learning Activities; Letters (Correspondence); *Listening Skills; Memory; *Newspapers; Reading Comprehension; *Reading Skills; Secondary Education; Study Skills; Workbooks; *Writing Skills

ABSTRACT

This student workbook contains instructional units dealing with developing reading, writing, and listening skills and using a newspaper. Addressed in the unit on reading and writing skills are finding main ideas; mastering reading attack skills; improving memory skills; learning words from context; skimming; developing vocabulary; improving study skills and habits; writing letters of inquiry, thank you letters, and letters of application for employment; and completing forms. The unit on listening skills deals with learning to listen and evaluating listening skills. Covered in the unit on using a newspaper are the purpose, format, and parts of a newspaper; newspaper reporters; front pages; editorials and columns; display and classified advertisements; comic strips; vital statistics; and suggestions for teachers concerning supplementary activities. Each unit includes some or all of the following: an introduction, a list of skills that students will have mastered after completing the unit, a unit outline, vocabulary exercises, and passages of instructional text with related student activities. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

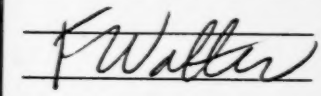
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

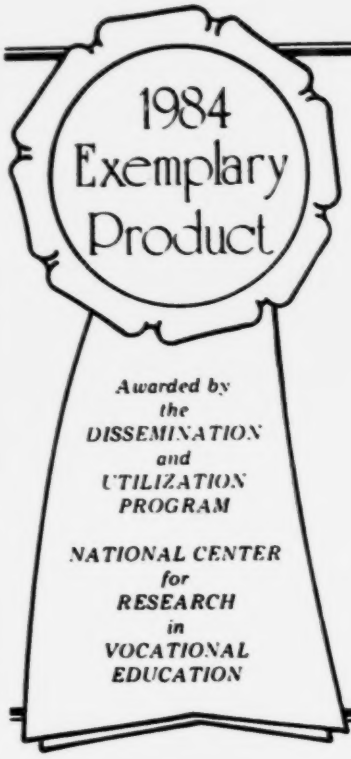
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY



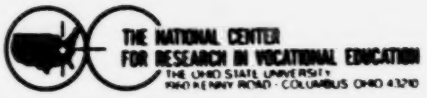
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Dissemination assistance is being provided for this exemplary program improvement product by the Dissemination and Utilization Program

sponsored by
The Office of Vocational and Adult Education, U.S. Department of Education

TO OBTAIN INFORMATION ABOUT OTHER EXEMPLARY PRODUCTS
Phone the
D & U Program
toll free at 800-848-4815
(outside the continental U.S. and in Ohio 614-486-3655)


THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

OSU
The Ohio State University

ACKNOWLEDGEMENT

Acknowledgement is extended to the following people for their contributions and assistance in the writing and development of this publication, Communication Skills: Reading Skills, Writing Skills, Using a Newspaper.

Kim Riley Price - Editor, Vocational Instructional Materials Laboratory, The Ohio State University, Columbus, Ohio

Joyce Keefer, Instructional Materials Consultant, Trade & Industrial Education, Vocational Instructional Materials Laboratory, The Ohio State University, Columbus, Ohio

Mrs. Patricia Wolfe, Reading Specialist, Greene Vocational Center, Xenia, Ohio

TABLE OF CONTENTS

READING SKILLS & WRITING SKILLS 1

Introduction 3

Vocabulary Exercise 5

A Matter of the Mind 11

Finding Main Ideas 13

Reading Attack 17

But I Forgot 21

Learning Words From Context 25

Skimming 27

Do I Have to Read All That? 29

Your Skills & Study Habits 31

More Vocabulary 33

Parts of a Letter 37

Sample Letter of Application for Employment 39

Sample Letter of Inquiry 41

Sample Thank You Letter 43

Forms 45

LISTENING SKILLS 55

Learning to Listen 57

Are You A Good Listener? 59

USING A NEWSPAPER 61

Introduction 63

Vocabulary Exercise 65

Purpose of a Newspaper 71

Newspaper Format 73

Reporters 77

Front Pages 79

Editorials and Columns 81

Display and Classified Advertisements. 83

Comic Strips 85

Vital Statistics. 87

For the Teacher. 88

READING SKILLS

WRITING SKILLS

INTRODUCTION

The skills of reading and writing go hand in hand. The importance of these two skills cannot be overstressed. Reading is necessary to accomplish everyday tasks such as understanding road signs, maps, newspapers, tax returns, machinery instructions, banking procedures, etc. In today's world, *not* being able to read is regarded as a serious handicap.

Along with the skill of reading, the skill of writing is also vital. In your lifetime you will be asked to fill out some type of form, whether it be for a job, a loan or some other matter. You will also probably have the need to write a letter asking for a job, requesting information or thanking someone for a product or service. All these things require the ability to write neatly constructed sentences using proper grammar and punctuation.

In this unit you will study some of the basic techniques involved in reading and letter writing. Study the methods that are presented and complete the student activities. Remember, in your lifetime, no other skills will be needed more than those of reading and writing.

After studying this unit, you will be able to:

–understand the necessity of reading.

–find the main idea of a paragraph or passage.

–put into practice the key ways of remembering what you have read.

–comprehend words according to their context.

–"skim" and "scan".

–identify the basic parts of a letter.

–write a letter of application for employment, a letter of inquiry and a thank you letter.

–neatly fill out forms.

The outline for this unit is:

1. Vocabulary Exercise
2. A Matter of the Mind
3. Finding Main Ideas

4. Reading Attack

5. But I Forgot. . .

6. Learning Words from Context

7. Skimming

8. Do I Have to Read All That?

9. Your Skills & Study Habits

10. More Vocabulary

11. Parts of a Letter

12. Sample Letter of Application for Employment

13. Sample Letter of Inquiry

14. Sample Thank You Letter

15. Do's and Don'ts of Letter Writing

16. Forms

17. Sample Job Application Form

18. Learning to Listen

19. Are You a Good Listener?

VOCABULARY EXERCISE

To understand the basics of reading and writing, you will need to know the meaning of the following terms or phrases. It will be helpful for you to read the words and their brief definitions. In the space provided, write your own definition or use the word in a sentence to help you understand its meaning. You may use the dictionary.

ACCOMPLISH — To succeed in doing something

ACQUIRE — To get or come to have as one's own

ANTICIPATE — To look forward to; to expect

ASSOCIATE — To join together; connect

CONCEPT — An idea or thought

CONTRAST — A striking difference

COURTEOUS — Polite and well-mannered

DIRECT — Honest and to the point

DISTINCT — Not alike; different

EFFICIENT — Producing a desired effect with a minimum of effort

FOCUS (as to "focus on") — To concentrate attention on

HANDICAP — Something that hampers a person; a disadvantage

IMPLIED — Suggested or understood without being directly said

INTENSE — Very strong

LEGIBLE — Something that can be read easily

MAIN — The most important point

MNEMONICS — A technique of improving the memory by the use of certain devices

PROSPECTIVE Expected; likely

REPETITION The act of repeating

REPUTABLE Well-thought of; respectable

SCAN To glance at quickly

SEQUENCE The following of one thing after another in a certain order

SKIM To look through quickly (such as a book) without reading word for word

SPATIAL Having to do with space

STATISTICS Facts or data of a numerical kind

THEREAFTER From then on

TOPIC The subject of a paragraph, speech, etc.

TRANSITION Passing from one stage or condition to another

A MATTER OF THE MIND

How actively is your brain working when you read? If you concentrate intensely as you read and use the skills you have learned, you will find that large ideas and concepts as well as small details are more easily remembered.

Within each paragraph you read, you will find a main idea sentence. This main idea sentence tells what the paragraph is all about. Following this sentence will be several sentences telling more about the main idea or topic. Finally, you will locate the sentence that sums up what was said or leads you to read the next paragraph.

When reading a paragraph or passage, ask the following three questions.

1. What is this paragraph about?
2. What is the most important thing the author is saying?
3. Do all other ideas in the paragraph support this?

If you can answer "yes" to these three questions, you have found the main idea of the paragraph. For practice, study the following paragraph; then find the main idea and underline it.

> It is wise for every person to have a budget. A well-planned budget usually provides for three kinds of goals: long range, intermediate and immediate. Long range goals include such things as saving for marriage, further training after high school or a large purchase. Intermediate goals cannot be attained immediately, but can be reached in several months or a year. For example, buying a stereo or having enough money to pay school expenses may be an intermediate goal. Finally, immediate goals include some needs that must be met each week or month. An example of this might be a car payment.
>
> Taken from: Personal Finance
> Vocational Instructional Materials Laboratory
> The Ohio State University

If you selected the second sentence as the main idea, you are correct. Now circle some of the details which support the idea that designing a well-planned budget provides for long range, intermediate and immediate goals. These sentences are the supporting details.

Student Activity

For each of the following paragraphs, underline the main idea. Then circle some of the ideas which support the main ideas.

1. Credit is a device or service offered to bank customers which make it possible for them to make purchases and spread payments over a period of time. This process is called lending. Credit is an essential part of our world today. Without it we would not be able to afford many of the homes or automobiles that are on the market today. It is important that you understand the lending process and how to obtain credit.

2. It is very important to make payments as you have agreed by the contract. If you do not pay your account as agreed you will become known as a poor credit risk. This information is available to most businesses that extend credit. It may be the factor that determines if you will be allowed to purchase on credit in the future. Prospective employers may also look at how promptly you pay your bills when considering you for a job.

3. How many people do you know who overspend? Some people are tempted to make purchases they do not really need and cannot really afford just because they have a credit card. Buying items on impulse is a greater temptation when you can purchase without cash. Consumers tend to overspend and overpay for items when they purchase on credit.

–taken from "Personal Finance"
Vocational Instructional Materials Laboratory
The Ohio State University

FINDING MAIN IDEAS

The main idea in a piece of reading material that contains more than one paragraph is the thought that ties together all the ideas presented in the different paragraphs.

To decide upon the main idea of an article or a chapter, decide what each paragraph is about, and then think of an idea that links all the paragraph ideas together. Sometimes the main idea will be stated directly. Other times it will be hidden or implied. To determine an implied main idea, you must read all the details and figure out the main idea. Study the following paragraph.

> Auto clinics are a new and growing business. There are now more than 40 auto clinics in the U.S., and many more will be built in the next few years.
>
> How does a clinic work? A car is put on rollers that turn slowly, then faster. As the car is driven forward, the rollers turn backward; so the car is driven without going anywhere. Meanwhile, a group of mechanics give the car more than 100 tests using the latest equipment. After the tests, the car owner is told what is wrong with the car and how much it will cost to repair it.

Underline the main idea or topic sentence in each of the above paragraphs. Look at the supporting details in each paragraph. Select one of the following titles which best fits.

A. Forty Auto Clinics
B. The Work of an Auto Clinic
C. Tests at an Auto Clinic
D. The Growth and Work of Auto Clinics

Now, look at the answers:

Title A: Does this title come from the first paragraph? Yes, but it is too general. It does not tell the main idea for the whole article.

Title B: Does this title tell the main idea of the second paragraph? Yes, but it is too specific. It does not tell about the first paragraph.

Title C: What paragraph does this come from? Does it tell the main idea of that paragraph or the article? No, this title is also too general.

Title D: Does this title connect the main idea of the first paragraph with the main idea of the second paragraph? This title tells what the entire article is about. It is the main idea of the article.

Student Activity

For each of the following paragraphs underline the main idea. Then, looking at the supporting details, select the title which best fits.

1. Loyalty means being supportive of your employer. Being a loyal employee means you examine things from the employer's point of view. This does not mean you are being submissive. It is to your advantage to be loyal to your employer. Loyal employees are needed for an employer to be successful in business. Your employer's success can in turn affect the security of your job. Loyal employees are often the ones who get promotions and pay increases. How can you be a loyal employee? Do not join in conversation when workers are bad-mouthing your supervisor, your employer or the company. Do not become a follower of peer pressure. Being a loyal employee requires maturity and it is in your best interest to become a loyal employee.

Circle the title which best fits the above paragraph.

A. Loyalty and Peer Pressure

B. Job Security Depends on Loyalty

C. How to be a Loyal Employee and What It Means

2. Your employer hires people who tell you what to do. These people are called supervisors. You may also have to take orders from other workers. These workers may not be supervisors, but have more job experience than you do. By following orders of these experienced workers, you are helping your employer operate a successful business. By being a cooperative employee you will keep your job. Employees who cannot or will not take orders may be fired from the job.

Circle the title which best fits the above paragraph.

A. Working With a Supervisor

B. The Importance of Being a Cooperative Employee

C. Following Orders

3. An employer is a business organization that hires you to do a particular job. The employer hires you because you can help him/her make a profit. They must make a profit to stay in business. If your employer does not make a profit, it is likely you will lose your job. It is to your advantage to do good job. Then your employer will make a profit. Thus, it is easy to see that if you do a good job you help your employer make a profit. Making a profit is a big job for the employer. Employers hire people who will help them make a profit. If the employer is to make a profit, he or she must fire people who do not do a good job. If you are to help your employer make a profit, you must become a good worker for him or her.

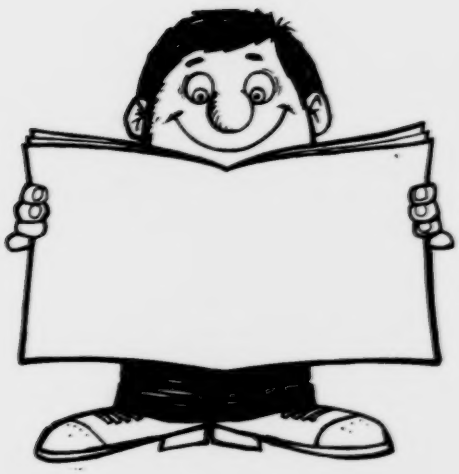
Circle the title which best fits the above paragrah.

A. Why You Were Hired and Should Do Well

B. Making a Profit

C. The Employee's Role in Profit

Paragraphs taken from: You and Your Job
The Instructional Materials Laboratory
The Ohio State University



READING ATTACK

When you have an assignment to read, which of the following approaches do you take?

1. Do you open the book to the assigned page and start reading?
2. Do you close your book, put your head down on the table and take a break?
3. Do you use the Survey-Question-Read-Recite-Review (SQ3R) method?

Hopefully, you selected approach number 3; but more importantly, you should look at reading assignments in a logical and efficient manner.

For instance, why is it important to survey before you read? For the simple reason that it is easier to read and comprehend something you already know something about. SURVEY is the first step in the SQ3R method. This method works as follows.

SURVEY

1. Glance or SURVEY over your entire reading assignment.
2. Pay special attention to material in different print. Remember, the bigger the print or the darker the print, the more important the idea.
3. Read the first or introductory paragraph.
4. Read the topic headings and subheadings.
5. Look closely at the italicized words. The author wants to be sure they stand out so you will see them. Be sure, too, that you understand them. After all, reading will not help you if you skip all the words you do not know.
6. Look carefully at the charts, maps, graphs and/or illustrations included in your assignment. The author would not have included these items unless they were extremely important.
7. Look for questions at the end of the chapter. These will give you an idea of the points the author thinks you should know and remember.

Now you are ready to begin the second phase of your reading assignment and the SQ3R method.

QUESTION Ask yourself:

1. What should I know when I finish reading the assignment?
2. What steps are in the process I have been reading about?
3. What do I expect to find out about the title of the article or chapter?

When you begin to read, have some questions in mind to answer. This will help you know if you have learned anything when you finish. To make questions, change the title and the topic headings or topic sentences into question form. For example, if the title is, "The Rising Cost of Receiving an Education", you may ask, "Why is the cost of getting an education rising?"

Next is the third step in the reading assignment and the SQ3R method.

READ You already know:

1. what the author thinks is important.
2. special vocabulary words.
3. what you are trying to find out as you read.

Anticipate the answers to questions you have in mind as you read. Focus attention on the main points, and group details under headings and main ideas. Use aids in the book chapter or article, such as pictures, illustrations, graphs, charts, etc., to clear up anything you have a doubt about.

The fourth step in the reading assignment and the SQ3R method is:

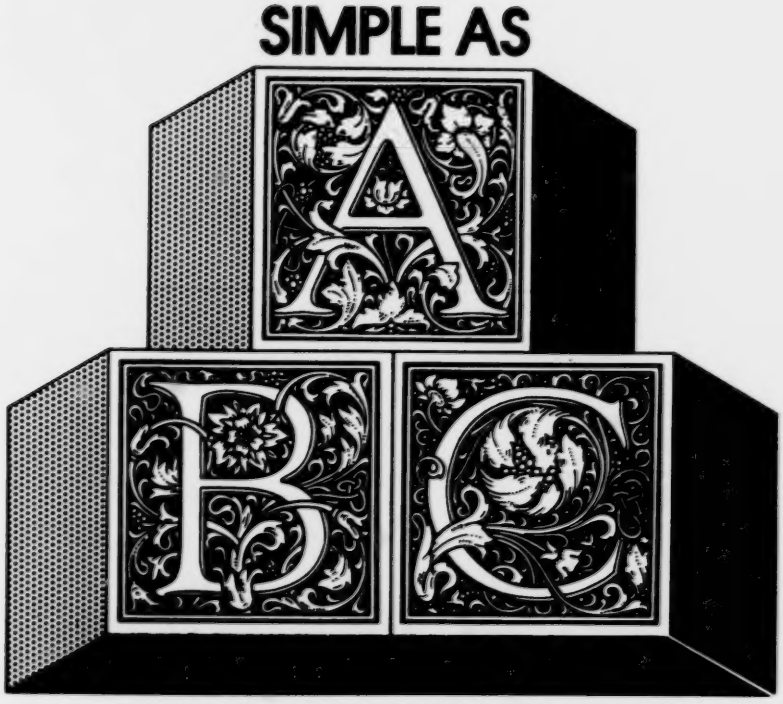
RECITE When you have finished reading the assignment, it is time to recite what you have read. This step simply means writing down or telling someone else what you have learned from your reading. Answer the questions you previously made up and add other information as you remember it. Now, check the reading selection to see if you were right.

The final step in the reading assignment and the SQ3R method is:

REVIEW This means to check back over what you have read and apply what you have learned.

Statistics show that you should remember about 90 percent of what you see, hear and do.

In short, the SQ3R method can work for you if you practice using the steps.



BUT I FORGOT. . .

One of the hardest things for many people to do is to remember information, especially when it involves news words and/or new ideas. There is, however, an approach to remembering things known as mnemonics (pronounced nee-mon-iks). Mnemonics is simply making up a trick to key your memory. For instance, if you have trouble spelling words with "ie" or "ei" in them, you might remember "I before E except after C" or "when pronounced A as in neighbor and weigh."

Suppose you must learn the names of the Great Lakes: Superior, Ontario, Erie, Michigan and Huron. Make a word out of the first letters of their names–HOMES.

H Huron

O Ontario

M Michigan

E Erie

S Superior

Words made from first letters of other words are called *acronyms,* and new ones are made up all the time. Radar, Sonar, NATO and SALT are all acronyms. (If you are curious about what words make these up, look them up!) What are some others you can think of?

When you need to know all the parts of something (like the bones in the body, the muscles in the face, the parts of a transmission or the parts of a business letter), organize the material into some kind of order that makes sense to you.

1. Put things in the order in which you do them. (Sequence)
2. Put things in order from front to back, top to bottom, or outside to inside. (Spatial order)
3. Put events into time order; the order in which things occur.
4. Alphabetize the parts and then review the alphabet.

5. Remember numbers, names and dates by associating them with something else. For example:

   a. To remember the California Gold Rush, try something like gold mine–1849.

   b. Take the digits of a phone number and convert them into a word, like "Dial 1-800-HOPE."

   c. Remember a person's name by asking the person to repeat it. Then associate the name with something else.

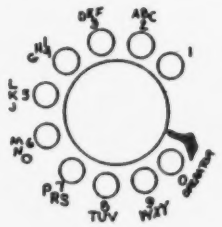
A mnemonic device is an invisible "string around your finger" that keys your memory. Make up your own mnemonic devices for things you wish to remember.

Student Activities

1. What mnemonic device might you use to remember the name Price?

2. What mnemonic device might you use to remember the name Brown?

3. Check the digits of your own phone number and see if you can make a word of the letters associated with the numbers. (Example: 422-7246–Letters from the digits 7246 make the word RAIN.)



4. What mnemonic device might you use to remember the names of the four basic food groups?
   1–Fruits and vegetables
   2–Milk and dairy products
   3–Meat, fish and poultry
   4–Cereal and grain

5. What mnemonic device might you use to remember the difference between the words "peace" and "piece"?

6. What mnemonic device might you use to remember the number of days in each month?

LEARNING WORDS FROM CONTEXT

When you read or hear an unknown word, you can often figure out its meaning simply by paying close attention to the words around it. This is called learning from context. For example, read the following sentence.

We rowed over our inundated cornfields.

What do you think the word "inundated" means? If you noticed the verb "rowed" you know that "inundated" is going to have something to do with water. You don't row on dry land. Therefore, since rowboats aren't normally in cornfields, the word must mean flooded. Now, try your skills on the following sentences. See if you can figure out a definition for the underlined words.

1. At first the natives were friendly to us, but later they became antagonistic, attacking and burning the settlements.

   Define antagonistic. _____

2. Kim's next attempt to topple the chair was unsuccessful. Jane still sat firmly upon it.

   Define topple. _____

3. In his first banking job, Lou was very lazy. One day a bank vice president upbraided him: "Do you want to be a teller all your life, or do you want to learn the banking business?"

   Define upbraided. _____

Writers often provide their readers with several kinds of context clues to help them figure out the meanings of strange words. Watch for:

1. the word "but" used to signal a contrast between the unknown word and the words you do know.

2. Examples following a phrase like "such as".

3. repetition of the meaning of the unknown word by using other words preceded by "or".

Student Activity

In the following sentences, see if you can define the underlined words by paying attention to the words around them.

1. The bouquet of roses left a lovely redolence in the room.

   Define redolence. _____

   _____

   _____

2. The cop blew a whistle and made a gesticulation and the stopped traffic began to move.

   Define gesticulation. _____

   _____

   _____

3. The kind hunter relinquished the small animal from the trap.

   Define relinquish. _____

   _____

   _____

4. The firefighter remained cool and calm during the frightening juncture.

   Define juncture. _____

   _____

   _____

5. The young nephew received a large legacy from his rich uncle.

   Define legacy. _____

   _____

   _____

SKIMMING

You can find out a lot about what information an article contains by using a reading method called "skimming". Skimming means reading quickly without reading every word. If you need to get only a general idea of what the material is about, here is how you do it.

1. Carefully read the title and first paragraph.
2. Pay special attention to any headings or subheadings in darker print.
3. If there are not any headings, read the first sentence in each paragraph.
4. Look at the illustrations.
5. Read the very last paragraph to see if it sums up what has been said.
6. Remember: you are only trying to get a general idea of what is being discussed.

Hint: A well-written, informative article or chapter will have a short introduction or first paragraph which tells you what is going to be discussed; a middle part that discusses the material; and a final paragaph or summary that tells what you have just read.

1. Generally, the first sentence in the paragraph is the topic sentence. This sentence identifies the main idea.
2. The next two to four sentences support the main idea by giving details, examples or reasons to explain what was said in the first sentence.
3. The final sentence in a paragraph either sums up what was said, or leads into the next paragraph with a transitional word like "furthermore" or a time word like "next".

Each paragraph develops only one main idea or thought; the rest of the information simply expands on that one idea. Consequently, you can get some idea of how many main points there are within the material you are reading.

Student Activity:

1. Select a chapter or article to read.
2. Read the title of the chapter or article.
3. Frame a question for yourself that will serve as a general purpose question.
4. Now write a brief summary of your chapter or article. If you understand the technique of skimming, this should be fairly easy for you!

DO I HAVE TO READ ALL THAT?

Suppose you need to know how far a pigeon can see, in what year the War of 1812 ended or what it costs for a new alternator for a '75 Chevy. You could get an encyclopedia or parts manual and read it all, or you can use a reading technique called "scanning".

Scanning is simply looking quickly through a number of paragraphs or pages to find the right spot to read. You use scanning any time you look up a telephone number, check a film schedule to see what time a movie begins, or locate a price from a parts list. To make scanning easier, use the following clues.

1. Know exactly what information to look for.
2. Look at rather than read the material.
3. Watch for:
    a. Specific dates
    b. Names of people or places
    c. Numbers
    d. Italicized words

When you scan, you should not read anything else in the article besides the information asked for. Let your eyes move quickly until they rest on the information you want.

Student Activity:

Read each situation below and decide when you should *skim*, *scan* or use the *SQ3R* method to find out what you need to know. Write the appropriate skill in the blank to the left.

_____ 1. Reading a grocery list to see if you added mustard.

_____ 2. Reading information on cats in the "C" section of the encyclopedia to see if you can get some notes for a report.

_____ 3. Reading a note from your best friend.

_____ 4. Reading a detailed contract to rent a car before you sign on the dotted line.

_____ 5. Looking at a recipe for brownies to see if you need eggs.

_____ 6. Looking at the front page of the newspaper to see what is happening.

_____ 7. Reading a magazine article on your favorite subject.

_____ 8. Reading the directions for putting together a piece of equipment.

_____ 9. Reading a TV guide to find out when your favorite program starts.

_____ 10. Reading a chapter from a textbook on the Korean Conflict to prepare for a test.

Skim

SQ3R

Scan

YOUR SKILLS & STUDY HABITS

Once you check your reading skills, you then must look at your study habits. Do you:

–pay attention in class?

–ask questions when you don't understand?

–take notes?

–stay with an assignment until it is completed?

–review material regularly?

–read and review without being distracted by the TV, radio, stereo or frequent telephone calls?

–remember that when you are absent from class, it is your responsibility to make up all work missed as soon as possible?

Hopefully, you can answer "yes" to all of the questions listed above. If you cannot, try following a study schedule and see if you don't find a marked improvement in your work!

Student Activity

To help you make the most of your time, make a "THINGS TO DO" list for the next five (5) days. (See example below.) As you complete each "thing to do", mark it off your list.

Example:

THINGS TO DO
Monday, June 6

		DONE
1.	Turn in English assignment	✓
2.	Have lunch with Terry and Pat	
3.	Do homework	✓
4.	Return library book	✓
5.	Make restaurant reservations for class banquet	

MORE VOCABULARY

Before continuing with this unit, there are additional words you will need to know. Therefore, it will be helpful for you to read the following words and their brief definitions. In the space provided, write your own definition or use the word in a sentence to help you understand its meaning. You may use the dictionary.

APPLICATION — A form that is filled out with important information when applying for something, such as a job

APPROACH — A method or way of doing something

COMPREHEND — To understand

CONCENTRATE — To direct one's thoughts or efforts

CONTEXT — The parts of a sentence, paragraph, etc., immediately next to or surrounding a specified word or passage and determining its exact meaning

33

CONTRACT — A written document which contains certain agreements

DISTRACT — To draw away in another direction

FREQUENT — Happening often

GRAMMAR — The study of language which deals with the forms and structure of words

INFORMATIVE — Educational; instructive

INQUIRY — A question

LOGICAL — Reasonable; rational

PARAGRAPH — A separate section of a chapter, letter, etc., usually dealing with a certain point

PUNCTUATION — A system of marks used in writing to separate setence or make the meaning clearer

QUESTION — An asking, inquiry

RECITE — To repeat or speak aloud

RESPONSIBILITY — A duty or obligation

35

RESUME — A statement of a job applicant's previous employment experience, education, etc.

REVIEW — To look over again

SPECIFIC — A distinct item or detail; particular

SURVEY — To examine or inspect carefully

VARIOUS — Many; several; different

VITAL — Necessary; essential

PARTS OF A LETTER

Before writing a letter, you must be aware of the various parts of a letter and in what order they must follow. following is a listing of the various parts. After this listing, you will find samples of three different letters; one letter of application for employment, one letter of inquiry and one thank you letter. Study the "parts" that are included in each and the style in which they are written. Later in this section you will be asked to write letters of your own.

Heading includes:

–return address - the writer's address
–date line - the date (month, day, year) the letter is written

Opening includes:

–inside address - the name and address of the person to whom you are writing
–salutation - an opening greeting like "Dear Ms. Morris:"

Body includes:

–message - the text of the letter

Closing includes:

–complimentary closing - a parting phrase like "Sincerely,"
–writer's signature - the writer's name

37

SAMPLE LETTER OF APPLICATION FOR EMPLOYMENT

A letter of application for employment is extremely important. Many times, it is this letter which convinces the prospective employer to give you an interview. Therefore, it is essential that this letter be neat and say exactly what you want it to say. Study the example below.

* *

1904 Stoneway Drive
Anytown, Ohio 43299
May 28, 19XX

Ms. Caroline Shoop
Personnel Manager
Lyman Corp.
2883 Frank Road
Sometown, Ohio 43228

Dear Ms. Shoop:

I am writing in regard to the advertisement you placed in the Daily Bulletin for a mail clerk.

For the past two summers I have worked part-time in the mailroom of the local electric company. I have experience in filing, sorting and distributing mail, and I feel well qualified for the position you are offering.

I will graduate from Anytown High School on June 15 and will be available for full-time employment immediately thereafter.

Enclosed you will find my resume complete with my home address and phone number. Would you please contact me as to when I may interview for this position.

Thank you for your attention.

Sincerely yours,

Pat Walters

SAMPLE LETTER OF INQUIRY

The purpose of a letter of inquiry is to acquire information. This letter must be written clearly so that the reader has a distinct understanding of the information you desire. When writing a letter of inquiry, state the subject of your inquiry at the beginning of your letter. Explain why you are requesting information and why you have directed your letter to the reader. If you know of any details which may assist the reader in gaining the information you want, include them. Close your letter courteously using a phrase such as, "I shall appreciate any assistance you can give."

Note: Sometimes it may be necessary to enclose a stamped, self-addressed envelope for the reader's reply.

Following is a sample letter of inquiry.

* *

1904 Stoneway Drive
Anytown, Ohio 43229
June 9, 19XX

Mr. Carl Merrick
Sometown Power Co.
196 Buford Lane
Sometown, Ohio 43288

Dear Mr. Merrick:

I recently came across a pamphlet published by your company entitled "100 Ways to Save Energy". This pamphlet would be very useful to my science class, as we are studying energy effectiveness.

Could you please tell me how I might obtain 30 of these pamphlets and what the cost would be. Any assistance you could provide would be greatly appreciated.

Sincerely,

Pat Walters

SAMPLE THANK YOU LETTER

As a student, you may need to write thank you letters to prospective employers by whom you have been interviewed. You might also need to send a thank you letter to a speaker who has given a presentation to your class. For these reasons, it is important to know how to write a thank you letter that is simple, direct and courteous. Study the example below.

* * * \

Student Activities

1. Locate a job in your local newspaper for which you might qualify. Write a letter of application for employment to the person placing the ad in the paper. Remember, this letter should be neat and brief. Use the sample letter as a guide.

2. Write a letter of inquiry to a company or business requesting information about a product or service. Remember, be polite and clearly explain why you are requesting the information.

3. Using the want ad from activity No. 1, pretend you have already been interviewed. Write a thank you letter to the person who placed the ad. Remember, be direct and courteous.

4. Write a letter of inquiry to a businessperson whom you would like to have speak to your class.

5. If you have recently had a guest speaker to your class, write a thank you letter to this person telling him or her how you enjoyed the presentation.

FORMS

As stated earlier, at some time in your life, you probably will be asked to fill out some type of form. There are many kinds of forms including loan, job and credit card applications. You definitely will need to fill out a form when completing your income tax return.

When filling out a form, be sure all information you give is accurate. It is also very important that your information be written in neat, legible handwriting. Be sure to read all instructions before completing a form, as many ask that you print all information. Others may request that you use a certain color of ink pen, such as black or blue.

Remember, many times your application may be the only thing a prospective employer sees of you. Therefore, answer all questions and be neat. If there is a question or section on the form which does not apply to you, simply write N/A in the space provided. N/A stands for non-applicable, meaning this section does not apply to you.

Following is a sample job application form. Study it carefully. Following this completed form, you will find an identical form; however, it has not been filled in. Use this as your own job application form, and fill in the blanks using the appropriate information.

OUR FIRM

APPLICATION FOR EMPLOYMENT

Please read before completing this application.

This firm does not discriminate in employment on the basis of race, color, religious creed, national origin, sex or ancestry or on the basis of age against persons whose age is between 40 and 65. No question on this application is intended to secure information to be used for such discrimination.

In processing this application, this firm may request that an investigative report be prepared, which may include information as to your character, general reputation, police record and personal characteristics. You have the right to request that this firm disclose to you the nature and scope of the investigation requested. Such a request must be made in writing to this firm within a reasonable time after you complete this application.

I hereby acknowledge that I have read the foregoing disclosure and understand the same.

Signature: _____ Date: _____

Please complete entire form.

June 2, 1983
(DATE)

PRINT

Susan Ann Baker
(FIRST) (MIDDLE) (LAST)

001-330-9466
(SOCIAL SECURITY NO.)

Address 3989 Main Street
(NUMBER) (STREET)

(104) 875-6552
(TELEPHONE NUMBER)

Rockline, CA 22222
(CITY) (STATE) (ZIP CODE)

3 years
(LENGTH OF TIME AT THIS ADDRESS)

List previous addresses if address changed during the past five years.

NO.	STREET	CITY	STATE	FROM (DATE) TO
69	Midway Ave.	Seafoam,	FL	Jan. 1960-Jun. 1980

Type of work desired File clerk

Salary requirements negotiable (State a figure)

How were you referred to us? newspaper ad

Date available for work immediately

Are you over 17 years of age and under 65? ☑ Yes ☐ No

Are you a United States citizen? ☑ Yes ☐ No

HEALTH RECORD

How much time have you lost from work or school during each of the past THREE years due to accidents or illnesses (include time lost for colds, etc. and sick days at home if during periods of unemployment)?

(Year)	(No. of Days)	(Nature of Illness, etc.)
1980	1	Flu
1981	N/A	N/A
1982	2	Sports injury

Is there any type of work which your physical condition prohibits, or have you ever been advised by a physician not to perform certain types of work? If so, please explain: no

EDUCATION

	NAME	ADDRESS	CITY	STATE	Major Course or Subject	Circle last year completed	If graduated month & year	Degree
HIGH SCHOOL OR PREPARATORY	Rockline High School	1364 Lime Rd,	Rockline,	CA	College Prep	1 2 3 (4)	May/'93	
BUSINESS SCHOOL	N/A					1 2 3 4		
COLLEGE	N/A					1 2 3 4		
GRADUATE WORK	N/A					1 2 3 4		

List scholastic honors, offices held, and activities in high school:

Pep Club member/treasurer

List scholastic honors, offices held, and activities in college:

N/A

If you did not graduate, why did you leave school or college? N/A

Are you planning to pursue further studies? ☐ Yes ☐ No ☐ Day school ☐ Night school

If so, when, where and what courses:

GENERAL INFORMATION

Use the space below to describe your interest in the skills and aptitudes that you feel qualify you for a position at our firm. Please include civic and community activities, professional societies in which you participate, hobbies, sports, special training or skills such as typing, accounting, etc. If you need more space, please continue on a separate sheet.

I wish to obtain skills associated with banking and am especially interested in working further with my favorite school subject - mathematics. Being Pep Club treasurer was very fulfilling.

Have you been employed here previously? ☐ Yes ☑ No Have you ever applied here before? ☐ Yes ☑ No

Have you ever been convicted of a criminal offense involving dishonesty or breach of trust (including but not limited to robbery, embezzlement, forgery, perjury, tax evasion, etc.)? no

EMPLOYMENT RECORD

Starting with PRESENT (or MOST RECENT) list all previous employers. Include self-employment, summer and part-time jobs.

Name and Address of Former Employer	Dates Employed	Position & Duties	Salary		Reason for Leaving
			Starting	Leaving	
COMPANY NAME Rockline Swim Club NUMBER & STREET 4162 Aquamarine Rd. CITY & STATE Rockline, CA ZIP 22222	From Mo. & Yr. 6/82 To Mo. & Yr. 8/82	Lifeguard	3.35 per hr	same	Job only for summer
COMPANY NAME N/A NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.				
COMPANY NAME N/A NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.				
COMPANY NAME N/A NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.				

If presently employed, why do you desire to change your position? N/A

If you are now employed, may we contact your present employer? ☐ Yes ☐ No N/A

List any friends or relatives working for our firm

Name	Relationship
N/A	
N/A	

References

Name and Occupation	Address	Phone Number
Tom Sack - Pep Club Advisor	4139 Stoney Way	(104) 875-1310
Mary Tins - High Sch Math Teacher	3537 Ridge Rd.	(104) 875-9443
Jim Wise - Owner, Rockline Swim Club	4165 Aquamarine Rd.	(104) 875-1133

PLEASE READ BEFORE SIGNING.

In the event of my employment to a position in this firm, I will comply with all rules and regulations as set forth in your firm policy manual or other communications distributed to all employees. I understand that such employment is conditioned upon a favorable health evaluation which may include a physical examination by a doctor. I agree to complete a health evaluation form. Additionally, I authorize this firm to supply my employment record, to any prospective employer, agency or other party.

I certify that all statements made by me on this application are true and complete to the best of my knowledge. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

I hereby acknowledge that I have read the above statement and understand the same.

Susan A. Baker — Signature of Applicant

June 2, 1983 — Date

OUR FIRM

APPLICATION FOR EMPLOYMENT

Please read before completing this application.

This firm does not discriminate in employment on the basis of race, color, religious creed, national origin, sex or ancestry or on the basis of age against persons whose age is between 40 and 65. No question on this application is intended to secure information to be used for such discrimination.

In processing this application, this firm may request that an investigative report be prepared, which may include information as to your character, general reputation, police record and personal characteristics. You have the right to request that this firm disclose to you the nature and scope of the investigation requested. Such a request must be made in writing to this firm within a reasonable time after you complete this application.
I hereby acknowledge that I have read the foregoing disclosure and understand the same.

Signature:_____ **Date:** _____

Please complete entire form.

_____
(DATE)

PRINT

_____ _____
(FIRST) (MIDDLE) (LAST) (SOCIAL SECURITY NO.)

Address_____ _____
(NUMBER) (STREET) (TELEPHONE NUMBER)

_____ _____
(CITY) (STATE) (ZIP CODE) (LENGTH OF TIME AT THIS ADDRESS)

List previous addresses if address changed during the past five years.

NO.	STREET	CITY	STATE	FROM (DATE) TO
NO.	STREET	CITY	STATE	FROM (DATE) TO
NO.	STREET	CITY	STATE	FROM (DATE) TO

Type of work desired_____ Salary requirements_____
(State a figure)

How were you referred to us?_____ Date available for work _____

Are you over 17 years of age and under 65? ☐ Yes ☐ No Are you a United States citizen? ☐ Yes ☐ No

HEALTH RECORD

How much time have you lost from work or school during each of the past THREE years due to accidents or illnesses (include time lost for colds, etc. and sick days at home if during periods of unemployment)?

(Year)	(No. of Days)	(Nature of Illness, etc.)

Is there any type of work which your physical condition prohibits, or have you ever been advised by a physician not to perform certain types of work? If so, please explain: _____

EDUCATION

NAME	ADDRESS	CITY	STATE	Major Course or Subject	Circle last year completed	If graduated month & year	Degree
HIGH SCHOOL OR PREPARATORY					1 2 3 4		
BUSINESS SCHOOL					1 2 3 4		
COLLEGE					1 2 3 4		
GRADUATE WORK					1 2 3 4		

List scholastic honors, offices held, and activities in high school:

List scholastic honors, offices held, and activities in college:

If you did not graduate, why did you leave school or college? _____

Are you planning to pursue further studies? ☐ Yes ☐ No ☐ Day school ☐ Night school

If so, when, where and what courses: _____

GENERAL INFORMATION

Use the space below to describe your interest in the skills and aptitudes that you feel qualify you for a position at our firm. Please include civic and community activities, professional societies in which you participate, hobbies, sports, special training or skills such as typing, accounting, etc. If you need more space, please continue on a separate sheet.

Have you been employed here previously? ☐ Yes ☐ No Have you ever applied here before? ☐ Yes ☐ No

Have you ever been convicted of a criminal offense involving dishonesty or breach of trust (including but not limited to robbery, embezzlement, forgery, perjury, tax evasion, etc.)? _____

EMPLOYMENT RECORD

Starting with PRESENT (or MOST RECENT) list all previous employers. Include self-employment, summer and part-time jobs.

Name and Address of Former Employer	Dates Employed	Position & Duties	Salary		Reason for Leaving
COMPANY NAME NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.		Starting	Leaving	
COMPANY NAME NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.		Starting	Leaving	
COMPANY NAME NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.		Starting	Leaving	
COMPANY NAME NUMBER & STREET CITY & STATE ZIP	From Mo. & Yr. → To Mo. & Yr.		Starting	Leaving	

If you need more space, please continue on a separate sheet.

If presently employed, why do you desire to change your position?_____

_____

If you are now employed, may we contact your present employer? ☐ Yes ☐ No

List any friends or relatives working for our firm

_____ Name _____ Relationship

_____ Name _____ Relationship

Personal References

Name and Occupation	Address	Phone Number

PLEASE READ BEFORE SIGNING.

In the event of my employment to a position in this firm, I will comply with all rules and regulations as set forth in your firm policy manual or other communications distributed to all employees. I understand that such employment is conditioned upon a favorable health evaluation which may include a physical examination by a doctor. I agree to complete a health evaluation form. Additionally, I authorize this firm to supply my employment record, to any prospective employer, agency or other party.

I certify that all statements made by me on this application are true and complete to the best of my knowledge. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

I hereby acknowledge that I have read the above statement and understand the same.

_____ _____

Signature of Applicant Date

LISTENING SKILLS

LEARNING TO LISTEN

More than half of your waking hours are passed in listening–listening to parents, teachers, friends, the radio, tapes and television. Today, people are "talked at" more than ever before. Since listening occupies such a large part of daily life, improvement of listening ability is important. It was once believed that everyone knew how to listen. Now it is necessary to practice in order to understand and remember all the information you hear daily.

HEARING and LISTENING are NOT the same thing. Hearing does not require you to react in any way or to do anything. You hear simply because your ears are not closed to all sounds. For example, without really concentrating it is easy to hear cars passing by or the clicks of people's shoes as they pass us in a hallway. Listening, on the other hand, requires mental activity. The listener must cooperate mentally with the speaker, gathering, sifting and weighing the ideas that are spoken.

Listening Demands Thinking

Listeners and speakers influence one another. If you seem interested, the person speaking to you will be enthusiastic about talking to you. If you act or look bored, or if you fidget, talk to someone else or daydream, the person speaking to you cannot concentrate. As a result, the speaker is less effective.

Observe good listening manners in information situations.

1. Listen to the speaker as carefully as you would like that person to listen to you if you were speaking.
2. Use the speaker's name when addressing a question or remark or when simply talking.
3. Look at the speaker. Give your complete attention to that person.
4. Do not interrupt. Wait for your turn to speak. Your facial expressions show whether you are following the conversation or merely waiting for a chance to break in with your own comments.

Listening in the Classroom

In class you listen to learn, and you profit by paying attention. When you listen attentively, you may cut down on the time you must spend going over the material discussed.

Learn to follow the development of class discussions.

1. Learn to tell the difference between main points and details.
2. Learn to weigh both sides of controversial issues.
3. When in doubt, ask questions.
4. Stay alert.

Naturally, you cannot remember everything you hear. Much of what is said is unimportant and can be ignored or fogotten. What you must learn to do is to tell the difference between what is important and what is relatively unimportant. This means you must learn to tell the difference between facts and opinions. A fact is a statement of that which exists or has been done. It can be verified. For example, "Water is composed of hydrogen and oxygen" and "Lincoln was the sixteenth president of the United States" are factual statements. They can be verified.

An opinion is a statement of what one believes or thinks about something. It is a viewpoint, a matter of taste or personal preference. Listen for words which signal opinions, such as: "ought to", "seems", "I think", "good", "best" and "should".

ARE YOU A GOOD LISTENER?

- **Do you pay attention when other people are talking?**

- **Do you allow other people to finish what they are saying before you speak?**

- **Do you interrupt other peoples' conversations?**

- **Do you prejudge others by your own emotions, biases, prejudices, etc.?**

- **Do you avoid distractions?**

USING A NEWSPAPER

INTRODUCTION

In a world of rapid change, the newspaper serves as an excellent source of information. The newspaper can provide accurate, up-to-date accounts of events taking place citywide, statewide, *nationwide* and even *internationally*.

Many people rely on the newspaper to supply them with news about current events, business and finance, sports, fashion, entertainment and weather–just to name a few.

There are many types of newspapers available to the public. Papers which are published each weekday are referred to as dailies, those coming out once a week are called weeklies, and so on.

In the United States, the newspaper is printed freely. However, in some countries newspapers are controlled by the government and a "free press" does not exist.

After studying this unit, you will be able to.

–discuss what role the newspaper plays for different people.

–discuss news stories as some fact and some opinion by comparing stories from different papers.

–describe, on paper, how newspapers inform, interpret, serve and entertain.

–describe newspaper format.

–explain the five W's and tell where they are used.

–define sensationalism.

–describe the different types of newspaper reporters.

–discuss front page stories with others.

–explain why two different editorials may have opposing views.

–explain the difference between display, classified and blind advertisements.

–use the classified section to find job, property and merchandise information.

–discuss the characteristics of comic strips.

–discuss items found in the vital statistics section of a newspaper.

The outline for this unit is:

1. Vocabulary Exercise
2. Purpose of a Newspaper
3. Newspaper Format
4. Reporters
5. Front Pages
6. Editorials and Columns
7. Display and Classified Advertisements
8. Comics
9. Vital Statistics
10. Crossword Puzzle
11. Seek & Find
12. Additional Student Activities

VOCABULARY EXERCISE

To understand the workings of a newspaper you will need to know the meaning of the following terms or phrases. It will be helpful for you to read the words and their brief definitions. In the space provided, write your own definition or use the word in a sentence to help you understand its meaning. You may use the dictionary.

ACCURATE — In exact truth; free from error

ANALYZE — To study critically

COMMENT — To make remarks or observations

CONTROVERSIAL — Subject to dispute; debatable

COPYEDITOR — One who edits copy for a newspaper or other publication and writes headlines

DAILY — A newspaper published each weekday

EDITOR — One who edits or prepares literary matter; the supervising director of a newspaper

EDITORIAL — An article, as in a newspaper, written by the editor under his or her direction, and setting forth the position or opinion of the publication upon some subject

EXAGGERATE — To overstate or increase beyond truth

FEATURE — A special newspaper article, often involving human interest

FORMAT — The layout and physical appearance of a newspaper including shape, size, type and overall design

GENERAL — Common to many or most, though not universal

INDEX — An alphabetical or classified list

INFORMATION — News communicated by word or in writing; facts or data

INSIGHT — The act or power of understanding the essence of something

INTERPRET — To set forth the meaning of; to clarify or explain

ISSUE — A point in question or dispute

LEAD — The first paragraph of a news story

MEDIUM — Something by which anything is accomplished or conveyed; as a newspaper is a communications and advertising medium

MISINTERPRET — To understand or explain in a wrong sense

NEWSWORTHY — Of enough importance or interest to merit reporting

OPINION — A judgment or belief that is stronger than an impression but less firm than positive knowledge

PUBLIC SERVICE — A service furnished free to the public

SENSATIONALISM — Subject matter which is able to cause shocking impressions or excite interest

SOURCE — The place from which anything comes or is obtained

STEREOTYPE — A set image or conception held by or applied to members of a certain group

SYNDICATED — Material supplied for simultaneous publication in a number of newspapers or other periodicals in different places

TOP STORY — The most important story

TABLOID — A newspaper with pages half the standard size, containing condensed stories and many pictures

VAGUE — Unclear in meaning; not definite

VITAL STATISTICS — Facts or figures relating to significant aspects of human existence, either individually or collectively, as births and deaths

WEEKLY — A publication, such as a newspaper, appearing once a week

WIRE SERVICE — An agency for the collection and distribution of news that sends its copy to subscribers by wire

PURPOSE OF A NEWSPAPER

A newspaper is many things to many people. To some it is a history book being written each day. To others it provides information which enables them to form their own opinions. Still others rely on the newspaper for entertainment. But to all, the newspaper offers service.

The goal of any newspaper is to publish happenings as soon after they happen as possible. The informative stories can be either *spot stories* or features dealing with human interest.

Student Activity

List five (5) reasons you use the newspaper.

1.

2.

3.

4.

5.

NEWSPAPER FORMAT

Most daily newspapers contain almost as many words as a book; but no one wants to read an entire book every day just to keep up with the news. Very few people have the time or desire to read the entire newspaper, word for word, cover to cover, every day. That is why newspaper format is organized and stories written in such a way that information can be found quickly and read easily.

General news is usually spread throughout the newspaper with top stories of the day started on the front page and continued on some inside pages. The more important stories may be listed in the index on the front page. The index may also list the locations of the *editorial* page, business section, sports section, society pages, *obituaries*, radio and television schedules, theater pages, comic section, etc.

In order to understand the news quickly without reading every word, newspaper stories are written so that the basic information is found in the *headline* and lead (pronounced leed). The headline is what catches the reader's eye and interest by what it says, its size and its position in relation to the rest of the story. People called copyeditors write the headlines. They show how important they believe the story to be by how large the letters are that they give the headline and by where the editor chooses to place the story on the page.

The lead is the first paragraph of a news story. This paragraph contains the five W's of writing. The five W's are *who, what, why, when* and *where*. Following is the first paragraph of a newspaper story. Pick out the five W's in the lead below and fill in the blanks accordingly.

CHILDREN SAFE AFTER FIRE DAMAGES HOME

Two children escaped unharmed this morning when their home at 65 State St. caught fire. Lee and Pat Michaels, ages 3 and 5, are believed to have started the fire by playing with matches in the kitchen of the home.

Fill in the blanks below using the information supplied in story above.

Who: _____

What: _____

Why: _____

When: _____

Where: _____

Student Activities:

1. Locate and cut out a major front page story from a local newspaper. Underline the five W's in this story.

2. Locate and cut out a photograph from a news story. On the basis of the photograph, ask your classmates what the accompanying story might be or write your own story.

3. Choose a historical event and write a headline for that event.

4. Given several stories, write the headlines for them which might actually appear in a newspaper.

5. List the advantages and disadvantages of a weekly newspaper.

While there are many factual and accurate newspapers in our country, the saying, "Don't believe everything you read," still holds true in some cases. There are some newspapers, most notably supermarket tabloids, which tend to exaggerate stories or do not give the entire account of a particular incident. This is referred to as sensationalism. This kind of reporting is usually done to attract attention to a particular person (many times a celebrity or political figure) or place. Oftentimes the headlines of these sensational stories may be misleading. For example, read the headline and story which follow.

IFOs PLAGUE FRENCH TOWN

Villagers in the tiny town of Beurresur-Pain, 10 miles south of Lyons, France, have been losing sleep over the appearance of flying objects with flashing lights that have filled their sky in the last few months.

"They make a noise like a loud vacuum cleaner or a freight train, a kind of roar," said Armand Bonnier, the local police chief. "They are not very fast and usually go in a straight line."

The IFOs, or Identified Flying Objects, are commercial jets headed to and from the new airport outside of Lyons. "Naturally, we are not as upset as we would be if they were spaceships from another planet," explained Pierre Crown, the town's baker.

The word "plague" in the above headline suggests trouble or torment, which in this story is not the case. As you have read, the story reveals the IFOs sighted were nothing more than commercial jets—nothing of which to be afraid, as the headline would suggest. To avoid mis-interpreting a news story, it is important to read the *entire* story.

Student Activities:

1. Go through a newspaper and cut out articles where the headlines are misleading.
2. For the articles you cut out for Activity No. 1, write headlines which you feel better represent the stories.
3. Are all stories about famous actors/actresses and political figures always examples of sensationalism? Explain your answer.
4. Interview a news reporter about his or her job and the importance of fair and *unbiased* reporting; or invite a news reporter to speak to your class.

REPORTERS

News stories are written by reporters. There are basically two types of reporters: *general assignment* and *beat* reporters. The general assignment reporter covers what his or her editor feels is newsworthy. This may be anything from a house fire to a labor strike, as well as a human interest story. A beat reporter covers a particular area (called a beat) such as the state capitol or police station. A reporter may also be assigned to a particular area such as sports, fashion news, the arts or health reporting.

Although a newspaper may employ a number of reporters, it is not always possible or practical to have a reporter (especially if the newspaper is a small one) stationed somewhere across the United States or in a foreign country to cover events happening there. To assist in gathering the news in these areas, the newspaper uses wire services. These wire services electronically transmit stories and photos from across the state, country and world to the newsroom. The two most popular wire services used in the United States are *United Press International (UPI)* and *Associated Press (AP).*

Student Activities:

1. If you had a choice of becoming a general assignment reporter or a beat reporter, which would you choose and why.

2. Locate and cut out a story which was probably written by a general assignment reporter.

3. Locate and cut out a story which was probably written by a beat reporter.

4. Locate and cut out a picture and a news story received by a wire service.

5. Define newsworthy.

FRONT PAGES

The *front pages* of a newspaper contain many types of stories. There are *world news, national news, state news and local news stories.* In addition, there is usually a *human interest* story or two, that is, a happy or sad tale to which most everyone can relate. Other front page items might include an index, weather blurb, a joke such as "Today's Chuckle," or a daily feature such as the popular "Love is . . .".

Student Activities:

1. For one week follow an article of international importance. Cut out each news story dealing with the topic you have chosen. Is more and more space or less and less space given to the topic as time goes on. How does this space relate to the importance of the news story?

2. Find the front page headline of your local newspaper on the day you were born. Many libraries keep copies of past newspapers on file or stored on microfilm. What was the top story for that day?

3. Using today's newspaper, read and cut out an international story, a national story, a local story and a human interest story. Label which story is which.

4. Write a small human interest story about someone you know.

EDITORIALS AND COLUMNS

In reporting the news, just giving the facts, in many cases, is not enough. Many readers want an insight into the meaning of the news and how it affects their lives or oftentimes, their community or state. So, in addition to *straight reporting*, newspapers comment on and analyze important issues. This is called interpretation.

The main method used for this comment and analysis is called an editorial. Editorials express opinions and represent the newspaper's views on important local, national and international issues. *Columnists* also express opinions. If you strongly agree or disagree with an editorial or columnist, most newspapers invite *letters to the editor* in which you can express your view. Letters to the editor must be signed in order to be printed.

Remember, views presented in editorials and columns consist of just that–views and opinions. Another newspaper, either next door or across the nation, may have political loyalties, opinions or interpretations different from those found in your newspaper.

The wide variety of columns provides many specific services for readers including recipes, advice on child care, etiquette and fashion and others. Many columnists are syndicated, meaning they sell the same column to newspapers all over the country every day. "Dear Abby", "Andy Rooney" and various comic strips are examples of syndicated columns.

Student Activities:

1. Locate and list all the syndicated articles on the editorial page of a local newspaper.
2. Look closely at one or two editorials. Does their content reveal logic, background knowledge on the subject and, perhaps, some new insights? Explain your answer.
3. Does the section of letters to the editor reveal an attempt to balance the editor's ideas on an issue with the opposing view on the same issue? Explain your answer.
4. There are other types of editorials besides the ones consisting of printed words. Locate and cut out two of these editorials.
5. Write a letter to the editor on a topic which interests you. Be sure your teacher approves the letter before mailing.

DISPLAY AND CLASSIFIED ADVERTISEMENTS

Advertising is extremely important to the life of a newspaper because it is responsible for absorbing the costs of publishing the newspaper. Therefore, the two types of advertisements, *display* and *classified*, are essential to a newspaper.

Display advertisements are those not found listed under the classified section of the newspaper. These advertisements usually use stylish type, pictures and colored ink. Display advertising calls for specialists in *selling, copywriting, layout work and art work*. It is the responsibility of these specialists to make the display attractive and appealing so readers will take notice and possibly want to buy the product or service being sold.

Classified advertising is a separate section of the newspaper which provides an advertising medium for individuals and businesses. Advertisements are classified or grouped by classification as to a particular type of merchandise or service. These ads are sometimes referred to as *want ads*. Most large classified sections have an index at the beginning of the section in order to make the particular item or service in which you are interested easier to find. The classified section is often a good place to find a used car, property for sale or a babysitting service.

Also listed in the classified section are various types of jobs available in the community. Many of these advertisements may include a great deal of detail including position, hours and salary. However, not all advertisements clearly state what employment is being offered. An advertisement that tries to lure you in for an interview by presenting vague or insufficient information is referred to as a *blind ad*.

Student Activities:

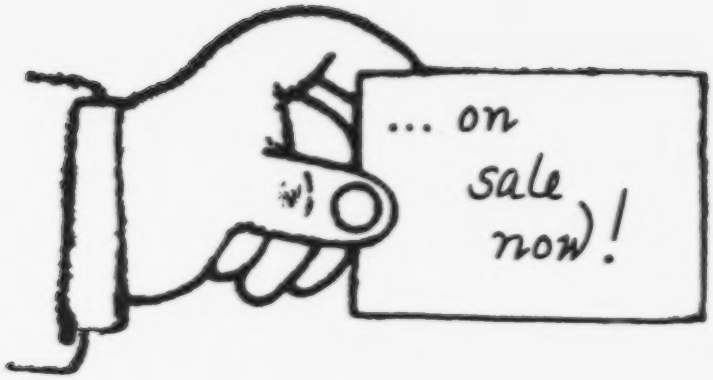
1. Explain the difference between classified and display advertisements.
2. Locate and cut out two examples of display advertising.
3. Find something advertised in the newspaper that you would like to buy. Did the ad influence your decision? Explain your answer.
4. Locate and cut out a classified advertisement for a used car, a piece of used furniture and a home that is for sale.

5. Prepare a classified advertisement for something you own. What important details should you include?

6. Locate and cut out two blind advertisements.

7. Write a letter answering a job advertisement.

8. Can you find any examples of false or misleading advertising? If so, cut out these advertisements.



COMIC STRIPS

Comic strips help to lighten our mood and make us laugh in the midst of reading about the serious matters of the world. Some comic strip writers try to interpret real news stories, such as government activities, by involving their characters in similar situations or plots. This type of comic strip can be quite *interpretive, opinionated and controversial*. The popular Doonesbury strip is an example of this type.

Other comic strips depict humorous situations which remind us that we are all human and that we occasionally have to laugh at our own actions. "Grin and Bear It" and Charles Schultz's "Peanuts" strip are examples of the humorous comic strips.

In looking closely at a comic strip you can see there is more than meets the eye. For example, a comic strip may contain *satire, slapstick, wit, irony* or a *pun*. Satire is the use of irony, sarcasm or ridicule in exposing foolishness. Slapstick is crude comedy in which the humor depends upon violent activity or horseplay. Wit is the ability to make clever remarks in a sharp, amusing way. Irony is a figure of speech, used in humor, in which the literal meaning is the opposite of the intended meaning. Finally, a pun is a play on words; using the word in such a way to bring out a different meaning.

Aside from these *characteristics*, a comic strip may present its characters in traditional or non-traditional roles. That is, when a strip portrays the woman as a housewife and the man as the breadwinner of the family, we call these *traditional* roles. This is referred to as stereotyping. On the other hand, a woman may be portrayed as the breadwinner and the man as a househusband; these are called non-traditional roles.

Student Activities:

1. Discuss with the class your favorite comic strips. Are they interpretive or just funny? What makes them either?

2. Locate and cut out a comic strip displaying satire, one displaying slapstick, one displaying wit, one displaying irony and one displaying a pun.

3. Locate and cut out a comic strip which stereotypes men and women in traditional roles.

4. Locate and cut out a comic strip which shows men and women in non-traditional roles.

5. Create your own comic strip using any of the characteristics described above.

Laugh a little!

VITAL STATISTICS

The vital statistics section of a newspaper provides a public service by listing marriage licenses, divorces, emergency squad runs, births and deaths. In a death announcement, referred to as an obituary, the date, time, place and/or cause of death may be published as well as funeral arrangements and survivors of the deceased.

Student Activities:

1. List what information is given in a birth announcement.
2. List what information is given in an emergency squad run.

FOR THE TEACHER

Listed below are some additional activities which may be introduced to the students under your direction.

1. Have students decorate a bulletin board using any of the following ideas or allow them to create their own ideas.

   a. Bulletin board depicting the various types of advertisements: display, classified, blind.

   b. Bulletin board depicting different newspapers from across the state, the nation or the world.

   c. Bulletin board depicting various comic strips with each strip labelled interpretive, opinionated, controversial, human (humorous), satire, slapstick, wit, irony, pun, stereotype (traditional), non-traditional.

   d. Bulletin board depicting comic strips created by the students.

   e. Bulletin board depicting various types of "news". Label each type.

2. Divide students into four equal groups. Label one "Group 1", one "Group 2" and so on. Have each group complete the activities below which correspond with their group number. Students should keep a record of the answers and responses to these activities.

   Group 1:
   a. Tell what you think is the most interesting part of a newspaper and why.

   b. Compare a news story in your newspaper with a story from a newspaper from a neighboring town.

   c. List 10 types of news carried by your local newspaper.

   d. List three international news gathering agencies.

   e. Pretend you have lost a dog. Tell the class how you would use the newspaper to find out if the dog has been found. Write a classified lost and found ad requesting information about the dog.

   Group 2:
   a. Find out what the weather will be like in your community for today and, if possible, throughout the week.

   b. Make a list of local clubs and organizations which will be meeting in your community within the next two weeks.

   c. Identify three social events reported in a local newspaper. Each event must be different (charity luncheon, wedding, class reunion). Write down the details.

d. Consult the travel section of your newspaper and plan a trip you would like to take. Estimate the cost of your trip.

Group 3:

a. Interview three adults to obtain their quotes and views about the value of a newspaper.

b. Read a book review in your newspaper. Write a review on a book you have read. Compare the two reviews.

c. Find the farthest place from your town which is mentioned in a news story.

d. Find an article in a newspaper about a local school system. Locate and list the five W's in this story.

Group 4:

a. Read and cut out a movie review in your newspaper. Write a review on a movie you have seen. Compare the two reviews.

b. Cut out an article that would be of interest to someone with a hobby. What kind of article is this? Feature story? Straight news story? Advertisement? What makes it this?

c. Find a review of a television program. Make a point to watch this program. Then write your own review.

d. Find a comic strip without words and tell what you think the characters might be saying.

3. Give each student three different stories from a newspaper. Each student should have the same three stories as another student. Have each student circle the five W's in each of the stories. Discuss the five W's of each story in class.

4. Turn your class into a newspaper staff. Assign someone to be Editor or the teacher may assume this position. Give students titles such as general assignment reporter, beat reporter, copyeditor, etc. Have students research what their jobs entail and have them act accordingly in putting together a "class newspaper." Reporters may report on school events or perhaps another student who has received an honor of some kind.

5. Assign three students, each one to contact a different newspaper. Have them find out costs and requirements to:

   a. run a four-inch, two column ad for five days, Monday through Friday.

   b. run a half-page ad for one day.

   c. run a classified ad of four lines.

6. Using a newspaper, have each student find the following items.

   a. How much a share of General Motors stock is worth?

   b. Who is the Chief Editor of your newspaper?

c. A recipe

d. An obituary

e. Who could you call to buy eyeglasses?

f. A puzzle other than a crossword puzzle.

g. A local play which is running and tell where it is being performed.

h. An article about a politician.

i. A human interest story.